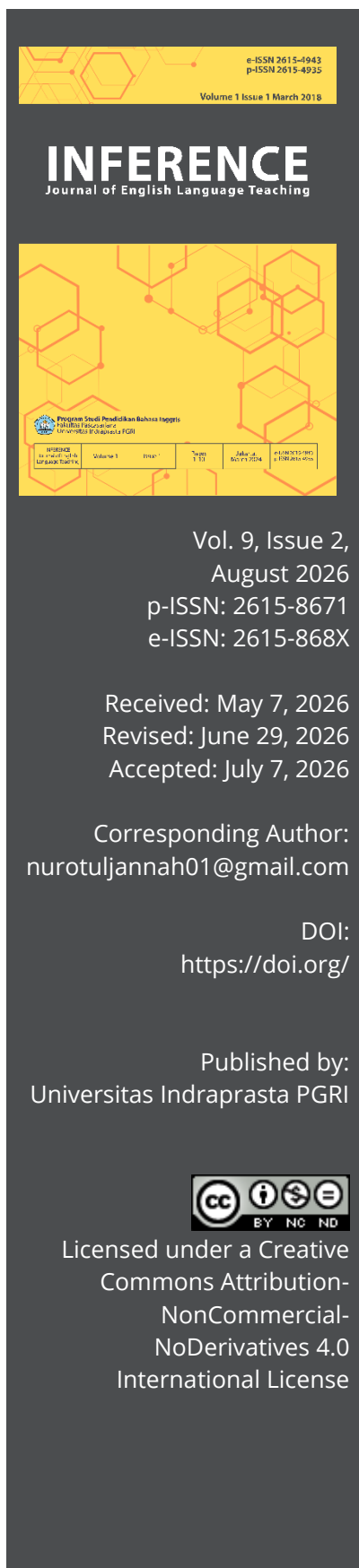




RESEARCH ARTICLE

LEARNING MODEL AND LEARNING INDEPENDENCE: THEIR EFFECT ON DESCRIPTIVE TEXT WRITING SKILL

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Abstract: The purpose of this study is to determine and test the hypothesis of the effect of learning models and learning independence on the descriptive text writing skills of students at junior high school in Serang City. The method used was the experimental method by providing different types of treatment to two groups of students. Data analysis used *descriptive statistics, normality tests, homogeneity tests, and two-way analysis of variance (ANOVA)*. The results of hypothesis testing obtained the following conclusions: 1) There was a significant effect of the Learning Model on the Descriptive Text Writing Skills, as indicated by significance value of $0,000 < 0,05$ dan $F_{\text{Observed}} 25,840$, 2) There was a significant effect of the learning independence on the descriptive text writing skills, as indicated by significance value of $0,000 < 0,05$ dan $F_{\text{Observed}} 16,674$, and 3) There was a significant interactive effect of the learning model and learning independence on the descriptive text writing skills, as indicated by significance value of $0,028 < 0,05$ dan $F_{\text{Observed}} 5,063$. The results of this study are useful for improving descriptive text writing skills and student learning independence as well as better understanding the effect of learning models in classroom teaching for teachers.

Keywords : Learning Model, Learning independence, Writing Skill in Descriptive Text.

PENGARUH MODEL PEMBELAJARAN DAN KEMANDIRIAN BELAJAR TERHADAP KETERAMPILAN MENULIS TEKS DESKRIPTIF.

Abstract: Tujuan Penelitian ini adalah untuk mengetahui dan menguji hipotesis Pengaruh Model Pembelajaran dan Kemandirian Belajar Terhadap Keterampilan Menulis Teks Deskriptif pada siswa SMP Negeri di Kota Serang. Metode yang digunakan adalah metode Eksperimen, yaitu dengan memberikan jenis perlakuan yang berbeda pada dua kelompok belajar siswa. Analisis data menggunakan *statistik deskriptif, uji normalitas, uji homogenitas, dan analisis of varians (ANOVA)* dua arah. Hasil pengujian hipotesis diperoleh simpulan sebagai berikut : 1) Terdapat pengaruh yang signifikan Model Pembelajaran Terhadap Keterampilan Menulis Teks Deskriptif, hal ini dibuktikan dengan Sig. $0,000 < 0,05$ dan F_{hitung} adalah 25,840. 2) Terdapat pengaruh yang signifikan antara kemandirian belajar terhadap keterampilan menulis teks deskriptif, hal ini dibuktikan dengan Sig. $0,000 < 0,05$ dan F_{hitung} adalah 16,674. 3) Terdapat pengaruh interaktif yang signifikan model pembelajaran dan kemandirian belajar terhadap keterampilan menulis teks deskriptif, hal ini dibuktikan dengan sig. $0,028 < 0,05$ dan F_{hitung} adalah 5,063. Hasil penelitian ini berguna untuk meningkatkan keterampilan

menulis teks deskriptif dan kemandirian belajar siswa serta lebih memahami pengaruh model pembelajaran dalam pengajaran di kelas untuk guru.

Kata Kunci : Model Pembelajaran, Kemandirian Belajar, Keterampilan Menulis teks deskriptif.

INTRODUCTION.

Writing is a fundamental language skill that plays a crucial role. In an educational context, writing is a competency that students must master to convey ideas, concepts, and information in a structured and effective manner. However, many students still struggle to develop their writing skills, both technically and content-wise. Poor writing skills not only impact academic achievement but also students' ability to think critically and express their thoughts clearly and logically. Also, writing is not merely a mechanical process of composing words, but also an activity that demands critical thinking skills. In Hyland's view, writing skills also involve social and cultural aspects, because writers must be able to adapt their language style and delivery methods according to the context and purpose of communication. Hyland also emphasizes the importance of understanding certain writing genres to hone one's understanding of the world around them (Hyland K. , 2003:9).

Various factors can effect students' poor writing skills, including internal factors, such as interest and independence in learning, which are often the main obstacles. Students who lack interest in vocabulary writing activities tend to be reluctant to practice and hone their writing skills. Furthermore, limited mastery of vocabulary and language structure also poses a barrier. Students struggle to develop coherent and effective sentences and paragraphs. This factor may be caused by a lack of reading habits or limited support from the learning environment.

On the other hand, external factors, such as the teaching methods and approaches used by educators, also have a significant effect on students' writing skills. Monotonous and unchallenging teaching often leaves students bored and hinders their creativity in writing. Lack of varied teaching methods can hinder students' critical and exploratory thinking in expressing their ideas in writing. Therefore, a more creative and interactive approach to teaching writing skills is needed to engage and motivate students.

The problem of low student writing skills does not only occur in Indonesia, but also in developed observedries, for example in Australia, based on the NAPLAN report stated by the Ministry of Education of New South Wales, Queensland, Victoria, and Australia, many students who are in year 9 (equivalent to grade 3 of junior high school in Indonesia) are still unable to write well and correctly, this data is quoted from *Theconversation.com*, which states that more and more students are not achieving minimum writing standards, especially in remote areas, where access to quality education is more limited (BBPMP, 2021:1-2).

The NAPLAN study also shows that students' writing skills have not developed since 2011, even though writing is a very important skill for future educational and career success. In 2019, UNESCO identified writing skills as a basic skill needed for communication, future learning, and for participation in economic, political, social, and many other aspects. In other words, writing skills are the key to opening up opportunities in various fields. In addition, the study also shows that the education system in many places more emphasis on reading activities and less attention to writing learning, which ultimately impacts the quality of students' writing skills.

The obstacles faced by students in writing indicate the need for a more effective learning model approach, which not only hones technical writing skills, but also increases students' motivation

or independence in learning, therefore one approach that has developed in the world of education is the project-based learning model.

According to (Afriana, 2015:15) project-based learning is a student-centered educational approach that provides meaningful and relevant learning experiences. project-based learning combines aspects of knowledge and practice. In this approach, students not only learn existing materials and curriculum but also apply that knowledge to solve real-life problems and produce useful products. Students collaborate in creating quality outcomes, shifting the focus of education from merely the curriculum to the students, which is a crucial shift in today's global context.

This recognizes the importance of non-cognitive skills such as interest, motivation, creativity, independence, empathy, and resilience, which cannot be taught solely through textbooks but must be acquired through direct experience. This method plays a crucial role in shaping learning experiences that enable students to develop broader life skills, such as adaptability, creative thinking, and independent project management (Markham, 2011:1).

In the project-based learning model, students are encouraged to learn actively and independently through projects that require them to plan, researching, and producing work, because this approach is considered to be able to improve critical thinking skills, collaboration, so that it can shape students' learning independence, which is also relevant to improving writing skills. Learning independence is very important, this is an indicator of students' ability to manage their own learning process, starting from setting goals, choosing methods, to evaluating learning outcomes.

Hariyadi dan Misnawati (2023:7) state that learning independence is a person's ability to organize, manage, and evaluate their own learning process. Individuals who can learn independently tend to have higher motivation because they feel they have control and responsibility for their learning. Learning independence is a crucial component of writing, requiring students to better manage their writing process, including organizing ideas and revising text. However, many students lack adequate independent learning skills, leaving them heavily reliant on teacher guidance during the writing process. This lack of independence can hinder the mastery of writing skills, especially when students are expected to develop their own ideas and writing structures.

Although project-based learning models have the potential to support the development of writing skills and student learning independence, in-depth empirical research on the effects of project-based learning on improving writing skills is still limited. In particular, there is limited research specifically highlighting how project-based learning can enhance student learning independence in the writing context.

The author conducted research in grade VII because one of the important aspects in writing skills that needs attention is writing descriptive text. Beside, it is one of the basic materials taught in grade VII as a foundation for advanced skills at the next level, even though it has become part of the learning outcomes, in reality the ability to write descriptive texts of students is still relatively low, this is based on the 2023 National Assessment data released by the Ministry of Education, Culture, Research and Technology, around 61% of junior high school students in Indonesia have not reached the sufficient category in the literacy aspect.

Several previous studies have shown that low writing skills are influenced by suboptimal learning processes and a lack of active student involvement (Kim, 2013; Toba, Noor, & Sanu, 2019; Putri, Anwar, & Ansoriyah, 2020). Conventional methods tend to limit exploration in writing. In this context, learning that allows for hands-on and participatory learning experiences, such as project-based learning, is a potential alternative. In addition, internal factors such as learning independence also have a significant role in developing writing skills. Students who have a high level of independence tend to be better able to manage their learning process, including searching for references, planning writing and revising their work independently.

Based on these findings, a systematic effort is needed to examine the relationship between the learning model applied in the classroom and students' learning characteristics, particularly their learning independence, in improving descriptive writing skills. An approach that integrates these two

aspects is expected to contribute to the development of writing instruction through project-based methods, a more effective method oriented to student needs.

Based on the background of the problem, the problem formulation in this research is formulated as follows:

1. Is there any effect of learning Model on the descriptive text writing skill of students at junior high school in Serang City?
2. Is there any effect of Learning Independence on the descriptive text writing skill of students at junior high school in Serang City?
3. Is there any interactive effect between Learning Model and Learning Independence on the descriptive text writing skill of students at junior high school in Serang City?

RESEARCH METHOD

The method used in this study involved conducting experiments to observe and analyze the results after administering treatments to the independent variables. This study aimed to assess the extent of the impact of the independent variables (learning model and learning independence) on the dependent variable (English writing skills). The first group was considered an experimental class with a project-based learning model (PjBL) for learning, while the second group was a control class with conventional learning.

By analyzing the data obtained, we can determine the extent to which the independent variables influence the dependent variable numerically, as this study used a quantitative methodology. The variables studied include independent variable 1, referred to as the treatment variable (A), which consists of the project-based learning model and the conventional learning model. Meanwhile, independent variable 2, referred to as the treatment variable (B), consists of students with high and low learning independence. The following can be illustrated with a 2x2 factorial design:

Table 1
Factorial Design Scheme

Learning Independence (B)	Learning Model (A)	Project-Based Learning Model (A1)	Conventional (A2)
High (B1)		(A1B1)	(A2B1)
Low (B2)		(A1B2)	(A2B2)
Total			

Data collection methods were used to identify activities related to the research situation. Researchers employed a posttest-only control group design, with experimental and control groups, to assess the direct effects of using the learning model. Data collection methods in this study included:

1. Impelementing Learning using the project-based learning model in the experimental class at junior high school 14 in Serang City, and at junior high school 13 in Serang City as the control class.
2. Create a questionnaire distribution for the control and experimental classes. The questionnaire in this study uses a *likert Scale*, this *likert Scale* has two form of statement, namely positive statement and negative statements. Positive statements are given a score of 4, 3, 2, 1; while negative statements are given 1, 2, 3, 4. The form of Likert Scale answer choices from Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS) by providing a check mark /*checkboxlist* (✓) by respondents in the column provided.

3. Test students' writing skills using a written test. The material covered in the test is descriptive text.

Before testing the hypothesis, the data collected from the research results were first tested to meet data analysis requirements, *specifically the normality test*. The *Lilliefors test* was used to check for normality in this study. After the normality test was completed and showed that the research data followed a normal distribution, a homogeneity test was then conducted on the research sample. To conduct a variance analysis, the data must meet the assumptions of normal distribution and homogeneity of variance. The *homogeneity test*, as stated by Supardi (2012: 138), was conducted to assess the variance of each data group. Data homogeneity was assessed using the *Levene test* at a significance level of 0,05.

Then, the data was analyzed using two-way ANOVA, a statistical technique for analyzing research data with a two-factor design. In this study, two variables were used to determine the dependent variable.

RESULTS AND DISCUSSION

This study consists of three variables, one dependent variable, namely descriptive text writing skills (Y) and two independent variables, learning models (XI) and learning independence (X2). Based on the data collection techniques obtained, it can be concluded in the data analysis. First, questionnaire analysis, this analysis was carried out to determine students' responses to the project-based learning model, whether students went through each stage of learning very well, good, sufficient, less well, and very less well, as well as the analysis of learning independence, this was done as supporting data in this study not as the main data. The calculation data is depicted in the following diagram:

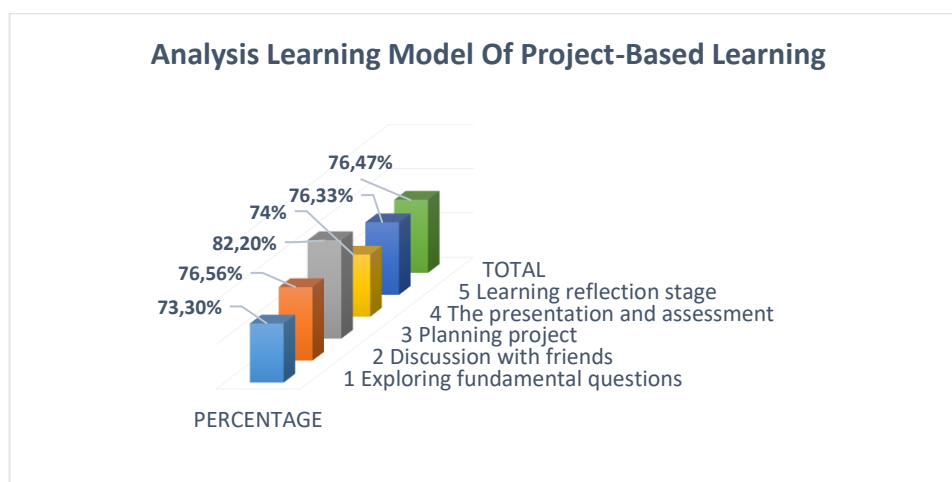


Figure 1
Project-Based Learning Model Analysis Diagram

The results of the data analysis of the project-based learning model show that the students' stage in exploring fundamental questions has an average score of 73,30% with a good category, students in discussion activities with friends have an average score of 76,56% with a good category, students in planning projects have an average score of 82,20% with a very good category, students in the presentation and assessment activity stages, the average score was 74% with a good category, students in the learning reflection stage had an average score of 76,33% with a good category, so that the total average score was 76,47% with a good category in each stage.

The analysis of the results of the independence learning questionnaire calculations in the experimental class is presented in the following diagram:

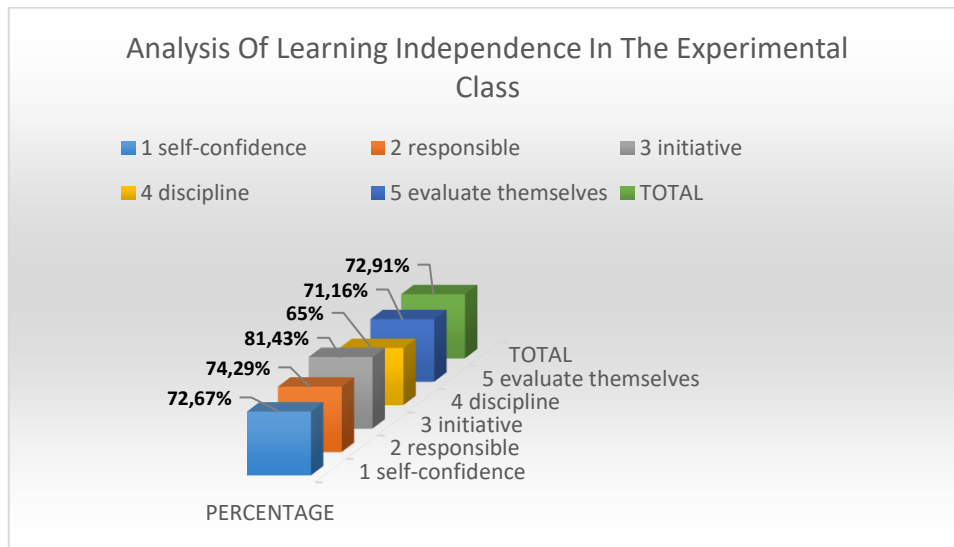


Figure 2
Experimental Class Learning Independence Analysis Diagram

From diagram 2 the results of the analysis of learning independence show that there are indicators of students in the level of self-confidence, namely the average score of 72,67% with a good category, students in the responsible indicator have an average score of 74,29% with a good category, students in the initiative indicator have an average score of 81,43% with a very good category, students in the discipline indicator have an average score of 65% with a good category, students in the indicator are able to evaluate themselves have an average score of 71,16% with a good category. So a total of 72,91% of student indicators are all in good indicators.

The results of the analysis of learning independence in the control class can be described as follows:

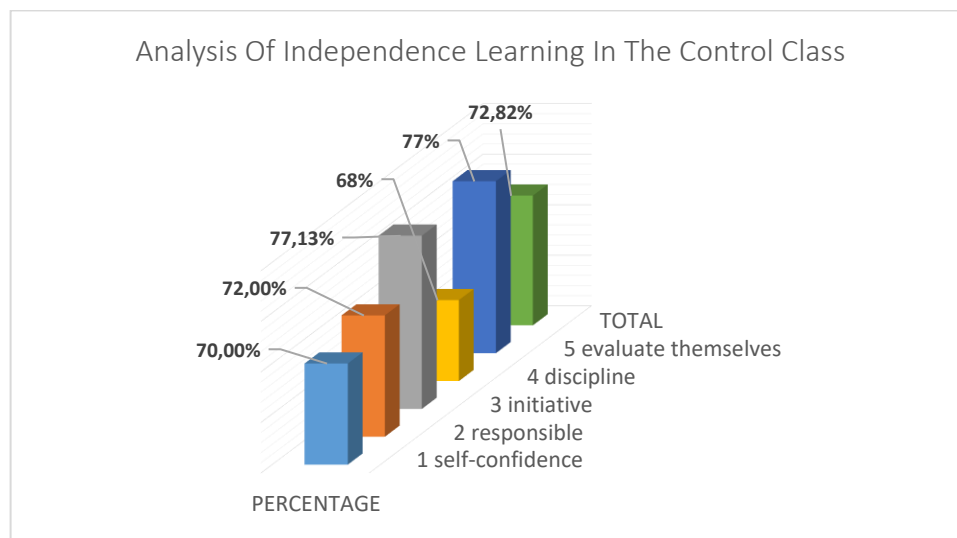


Figure 3
Control Class Learning Independence Analysis Diagram.

From diagram 3 the results of the analysis of the learning independence of the control class that there are students in the self-confidence indicator, namely the average score of 70,00% with a

good category, students in the responsible indicator the average score is 72,00% with a good category, students in the initiative indicator the average score is 77,13% with a good category, students in the discipline indicator the average score is 68% with a good category, students in the indicator are able to evaluate themselves the average score is 77% with a good category. So a total of 72,82% of student indicators are all in good indicators. So it can be concluded that before the treatment, student learning independence from both the experimental and control classes was in the good category. Meanwhile, the writing skill scores can be seen in Table 2 below.

Table 2
Scores for descriptive text writing skill

Learning model (a)	Learning independence (b)	
	High (b1)	Low (b2)
Project-based learning model (a1)	90 90 75 90 90 70 90 75 75 90 80 70 80 70 80	70 70 80 75 75 70 75 70 70 65 65 60 60 60 60
Conventional learning model (a2)	80 75 75 75 70 70 70 60 60 65 55 65 55 60 60	75 70 70 70 70 65 60 65 55 60 65 65 50 50 50

After knowing the results of the writing skills test, the data was processed for descriptive statistical analysis based on SPSS output and presented in the following tables:

Table 3
Summary Data for Group A1B1, A1B2, A2B1, A2B2
Dependent Variabel : Descriptive text writing skill

Learning Model	Learning Independence	Mean	Std. Deviation	N
Project-Based Learning	High	81.00	8.281	15
	Low	68.33	6.455	15
	Total	74.66	7.368	30
Conventional	High	66.33	7.898	15
	Low	62.67	8.209	15
	Total	64.5	8.053	30
Total	High	73.66	8.089	30
	Low	65.5	7.332	30
	Total	69.58	7.710	60

The table shows that English language learning outcomes for students with high learning independence are higher than those with low learning independence ($73,66 > 65,5$). Therefore, learning independence is a factor that teachers need to consider when determining the appropriate learning media to achieve the desired learning outcomes.

Furthermore, if we look at the patterns that occur between research groups as seen in the table, it shows that column A1 row B1 (group A1B1) or the project learning model class and has high learning independence consisting of 15 people, has an average value of 81,00. This figure is the highest value when compared to other groups, the next lower number is group A2B2 or the conventional learning class and has low learning independence consisting of 15 people with an average value of 62,67.

The next stage is the normality test, with SPSS with the Kolmogorov-Smirnov Z obtained data A1B1 = 0,261, A1B2 = 0,202 A2B1 = 0,189, A2B2 = 0,212 dan nilai Asymp. Sig. (2-Tailed) $> \alpha$ (0.05) This means that all the above data are normally distributed. So it is continued with the homogeneity test on the Leven's test at a significance level of 5%. obtained data F_0 (Hitung) = 0,651 dan Sig = 0,423 $> 0,05$. This means that the data comes from a homogeneous sample. Thus the null hypothesis is accepted. This means that the sample from the population has the same variance (Homogeneous). This applies from the normality and homogeneity tests above, it can be concluded that the requirements that must be met by the research data to be processed with the ANOVA technique have been met.

A summary of the results of data analysis using ANOVA can be seen in the table 4.

Table 4

Hypothesis Testing

Tests of Between-Subjects Effects					
Dependent Variable: Descriptive text writing skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2854.583 ^a	3	951.528	15.859	.000
Intercept	290510.417	1	290510.417	4841.840	.000
A	1550.417	1	1550.417	25.840	.000
B	1000.417	1	1000.417	16.674	.000
A * B	303.750	1	303.750	5.063	.028
Error	3360.000	56	60.000		
Total	296725.000	60			
Corrected Total	6214.583	59			

a. R Squared = ,459 (Adjusted R Squared = ,430)

Hypothesis Testing

Hypothesis Testing 1

The first hypothesis test is to examine the *main effect* of variable A:

H₀: There is no significant effect of the learning model on the descriptive text writing skill

H₁: There is significant effect of the learning model on the descriptive text writing skill

The hypothesis is tested by looking at the significant coefficient :

If the Sig. (Leven's Test) $> 0,05$; maka H_0 accepted dan H_1 rejected

If the Sig. (Leven's Test) $< 0,05$; maka H_1 accepted dan H_0 rejected

Based on SPSS 22 test above, the Sig value for the learning model $0,000 < 0,05$ dan $F_{\text{Observed}} = 25,840$. Thus, it can be concluded that there is a significant effect of the learning model on descriptive text writing skill. And the average writing score of students who use the learning model is higher than the average writing score of students who use the conventional model.

Hypothesis Testing 2

The second hypothesis test is to examine the *simple effect* of variable B:

H_0 : There is no significant effect of the learning independence on the descriptive text writing skill

H_1 : There is significant effect of the learning independence on the descriptive text writing skill

The hypothesis is tested by looking at the significant coefficient :

If the Sig. (Leven's Test) $> 0,05$; maka H_0 accepted dan H_1 rejected

If the Sig. (Leven's Test) $< 0,05$; maka H_1 accepted dan H_0 rejected

Based on SPSS 22 test above, the Sig value for the learning independence $0,000 < 0,05$ dan $F_{\text{Observed}} = 16,674$. Thus, it can be concluded that there is a significant effect of the learning independence on descriptive text writing skill. And the average writing score of students who have high learning independence is higher than the average writing score of students who have low learning independence.

Hypothesis Testing 3

The third hypothesis test is to examine the *interaction effect* of variable A dan B:

H_0 : There is no significant interactive effect between the learning model and learning independence on the descriptive text writing skill students

H_1 : There is significant interactive effect between the learning model and the learning independence on the descriptive text writing skill students

The hypothesis is tested by looking at the significant coefficient :

If the Sig. (Leven's Test) $> 0,05$; maka H_0 accepted dan H_1 rejected

If the Sig. (Leven's Test) $< 0,05$; maka H_1 accepted dan H_0 rejected

Based on the SPSS 22 test above, the Sig value for the learning model and learning independence is $0,028 < 0,05$ and $F_{\text{Observed}} 5,063$. Thus, it can be concluded that there is a significant interaction effect of the learning model and learning independence on descriptive text writing skills. And the average score of descriptive text writing skills using the project-based learning model and students who have high learning independence is greater than the average score of descriptive text writing skills using the conventional learning model with students who have low learning independence. Therefore, based on these results, further testing is needed.

CONCLUSIONS

Based on the results of hypothesis testing, the following conclusions were obtained: that there is a significant effect of the Learning Model on the Descriptive Text Writing Skills of Junior High School Students in Serang City, this is evidenced by Sig. $0,000 < 0,05$ and F_{Observed} is 25,840. There is a significant effect between learning independence on the descriptive text writing skills of Junior High School Students in Serang City, this is evidenced by Sig. $0,000 < 0,05$ and F_{Observed} is 16,674. There is a significant interactive effect of the learning model and learning independence on the descriptive

text writing skills of Junior High School Students in Serang City, this is evidenced by sig. 0,028 < 0,05 and F_{Observed} is 5,063.

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